

High Quality Professional Development

*Based on standards from the National Staff Development Council (NSDC), NC DPI,
No Child Left Behind legislation, and from best practices in adult learning*

High Quality Professional Development

- Is an integral part of and aligned with school-wide and district-wide **IMPROVEMENT PLANS/GOALS** (e.g. SIP planning)
- Is grounded in **SCIENTIFICALLY-BASED RESEARCH**

Specifically, High Quality Professional Development

- Improves teachers' **KNOWLEDGE OF ACADEMIC SUBJECT AREA**
- Provides **ADVANCED** understanding of effective **TEACHING STRATEGIES** including the use of technology for effective instruction
- Provides administrators and teachers knowledge and skills to help students meet **CHALLENGING STATE ACADEMIC STANDARDS**
- Increases knowledge of how to use **ASSESSMENTS AND DATA** to improve instruction (e.g. SIP planning and training, data team training)
- Prepares educators to **UNDERSTAND AND APPRECIATE ALL STUDENTS** (e.g. Differentiation, Positive Behavior Support)
- Improves **CLASSROOM MANAGEMENT**
- Prepares educators to **CREATE SAFE, ORDERLY, AND CARING** environments (e.g. Positive Behavior Support)
- Provides educators with knowledge and skill to **COLLABORATE** (e.g. Professional Learning Teams, teambuilding)
- Provides knowledge and skills to involve **FAMILIES AND OTHER STAKEHOLDERS** (e.g. supporting ESL families)

High Quality Professional Development may also

- Provide **MULTIPLE CAREER PATHWAYS** (e.g. leadership, mentoring, teacher leaders)
- Enable teachers to become **HIGHLY QUALIFIED** (e.g. in lateral entry positions)

High Quality Professional Development - Delivery & Follow-up

CHARACTERISTIC		Is it indicated in eSchools?
Has clearly identified GOALS, OBJECTIVES, OUTCOMES	Adult learners need to have answers to the following: <ul style="list-style-type: none"> • Why is this professional learning opportunity being provided? • What are the objectives or participant outcomes (e.g. what knowledge, attitude, skills, aspiration, behavior will change)? • How/why is this learning relevant to my professional performance? 	<i>Yes. Show in Course Description.</i>
Provides TIME FOR PARTICIPANT REFLECTION	<ul style="list-style-type: none"> • Participants should be able to reflect on what they are learning and on how they will use the learning in their classroom/at their workplace. • Reflection time should be built in to all professional learning activities 	<i>May be indicated in Course Description.</i>
Provides for VARIOUS LEARNING MODALITIES	<ul style="list-style-type: none"> • Facilitators should expect participants to have various learning styles and should provide a variety of learning modalities (e.g. differentiation). • Interaction with learning content should be provided in various ways. 	<i>May be described in Course Description</i>
Provides time for COLLABORATION	<ul style="list-style-type: none"> • Participants should have the chance to collaborate with the facilitators/instructor(s) (e.g. in identifying the learning goals, setting an agenda) and with other participants • Time for collaboration should be built in to the learning. 	<i>May be described in Course Description</i>
Is ONGOING / SUSTAINED	<ul style="list-style-type: none"> • More than 7 hours and on more than one date • Scheduled on consecutive or non-consecutive dates. • Includes face-to-face training with follow-up (see below) • <i>Examples of on-going/sustained PD include professional learning teams, multi-day workshops, team planning around implementation of new initiatives, or developing pacing guides.</i> 	<i>Yes. Show in several fields in the Session Detail and in the Session Occurrences.</i>
Is EVALUATED	<ul style="list-style-type: none"> • All sessions require an on-line Initial Evaluation via eSchools. (Remember: <i>Credit is not awarded until the on-line evaluations are submitted in eSchools.</i>) • All trainers should access the Session Evaluation Responses Report from eSchools to review results. • Evaluation results should drive continuous improvement of the professional development opportunity. 	<i>Yes. The Initial Evaluation must be activated in the Session Detail.</i> <i>Trainers should review the Session Evaluation Reports after results are in.</i>
Is FOLLOWED-UP	<ul style="list-style-type: none"> • Instructors should provide phone/e-mail/contact information to all participants • All sessions require an on-line Follow-up Evaluation 30-90 days after the end of the training via eSchoolSolutions (<i>Remember that credit is not awarded in eSchools until the on-line evaluations are submitted in eSchools.</i>) • Measures should also be in place to track <ol style="list-style-type: none"> 1. Whether or not the professional development met its stated goals/objectives/outcomes. 2. How the participants used/implemented the new knowledge/skills in the classroom (in the workplace). 	<i>Yes. The Follow-up Evaluation must be activated in the Session Detail.</i>